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ABSTRACT

The booklet commemorates a quarter century of outdoor teacher education at Northern Illinois University. In that time, the Taft Campus and the Outdoor Teacher Education faculty have developed a reputation which reaches beyond the borders of Illinois nationally and internationally. The rationale for extending the instructional process beyond the school building itself is as sound today as it was a quarter century ago. Direct experience learning relies heavily on sensory awareness. From a beginning of two summer courses in outdoor education offered in 1954, the curriculum has grown to a total of 21 courses today, 7 of which were added in the last 12 years. Six courses are offered by the department on the undergraduate level. A major in the subject is offered in the graduate curriculum. During the 1976-77 academic year, 165 students were majoring in Outdoor Teacher Education and in 1976, 339 students attended the summer session. In the past 12 years, the department offered 81 extension courses in 38 communities, and 4 foreign study tours and 4 travel courses were conducted during various summer sessions. A total of 314 students have completed graduate degrees in the department. Sketches of the 10 members of Northern's Department of Outdoor Teacher Education, listed in the order each joined the Taft Campus faculty, are given. (NQ)

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Milestone 25

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Prologue

As early as 1948, Leslie Holmes, then President of the University, had a vision of establishing a "field campus" to be used in conjunction with teacher preparation at Northern. This booklet commemorates a quarter century of outdoor teacher education at Northern Illinois University. In that time, the Taft Campus and the Outdoor Teacher Education faculty have developed a reputation which reaches beyond the borders of Illinois nationally and internationally.

The rationale for extending the instructional process beyond the school building itself is as sound today as it was a quarter century ago. Direct experience learning relies heavily on sensory awareness. It makes an impact on the learner that vicarious learning cannot. The processes of inquiry, exploration, discovery and problem solving turn outdoor education into a dynamic investigative experience that can be incorporated into the ongoing school curriculum.

Educational resources beyond the classroom abound in most communities. Teachers today must employ a variety of instructional strategies in the teaching/learning process. Today's teachers need to have the competencies and skills that will enable them to use a variety of environments, both natural and manmade, as media for instructional purposes. Outdoor Teacher Education at NIU serves to prepare teachers to this end.

Donald R. Hammerman, Director
Lorado Taft Field Campus

March 1977

Lorado Taft Field Campus. Outdoor Teacher Education. Those titles name a place, a special kind of place, and a program. Together, in a relatively brief time period, they have influenced educational theories and practice here and abroad and the lives of thousands of teachers and students.

So closely associated are the place and the program that it is difficult to separate the two.

The site acquired for the program by Northern Illinois University (then a teachers college) was a happy choice. Perched along the tops of limestone and dolomite bluffs overlooking the Rock River, the campus occupies a spot where ceremonial gatherings of Sauk and Fox Indians once took place.

One is not surprised to learn that one of the early members of the artists' colony who once made their summer residences there lived in a teepee during his infrequent visits. The occasional visitor was Hamlin Garland, whose autobiographical *Son of the Middle Border* is a classic of American literature. According to one account, the poles of his tepee occupied an especially fine site on the bluff. Once or twice during the summer, he stretched his canvas over the poles and spread out his Navajo blankets, baskets and other Indian treasures to provide what was probably the most picturesque interior at the art colony.

One of the most striking things about the campus today is its timelessness. In the 25 years since Northern established its program of outdoor teacher education there, the physical appearance of the campus has been altered by the addition of several buildings of contemporary design. Other structures have been reconstructed or remodeled. But the outlines and style still remain from some of the early buildings erected there by charter members of the Eagle's Nest Camp under the supervision of sculptor Lorado Taft, for whom the campus is named.

One piece of sculpture remains from the art colony days as a reminder of the early history of the campus. Called "Funeral Procession," the somber, life-size statue with its six figures bearing a coffin was completed by six of Taft's students as a project. Located not far from Taft House, its unexplained presence startles the first-time visitor to the campus.

Even the appearance of people appearing in photos taken at the campus in the 1950s and '60s doesn't seem to have changed much. Hair styles are different but the informal jeans and jacket garb worn then for work and play outdoors has become the popular casual dress of everyday life.

But the unchanging and timeless aspect that give the Taft Campus its special ambiance belies the dynamic nature of the program that has been developed there over the past quarter century.

The Program Today

Basically, the program is an innovative approach to teacher preparation in which clinical experiences in outdoor teacher education occur at the junior, senior, and graduate levels.

But the program involves more than interaction between prospective teachers and faculty members of the Department of Outdoor Teacher Education. Almost every week during the academic year, one or more classes of elementary or middle school students from the public schools of northern Illinois come to the campus with their classroom teachers to experience the out-of-doors firsthand.

From the main NIU campus come students majoring in elementary education, physical education or secondary education and their professors to join the public school students and their teachers to form a learning team. The team is led by the outdoor education professor who is a permanently stationed at the field campus.

The clinical experience for the junior-level education major builds on activities that help them to develop a sensory awareness of the out-of-doors. In the process, they learn a great deal about nature and ecological factors affecting the environment.

Resident faculty demonstrate exploratory approaches to learning involving inquiry and problem solving as methods of gathering data. Juniors also work on developing units of study appropriate for outdoor instruction.

In arithmetic, for example, a typical unit might call for teaching pupils to measure distances. How do you measure the width of a river you can't cross, the height of a tree too tall to climb? The principles can be taught in the classroom; the outdoors provide a laboratory where the pupil applies those principles.

During the junior year experience at the Taft Campus, the prospective teachers are expected to become more familiar with some of the resources for education that the outdoors provides.

In the natural science subject matter areas, the juniors might collect and mount specimens of plant and small animal life, construct terrariums, make plaster casts of animal tracks, and learn to recognize bird calls. They might also take nature hikes to observe the various forms of plant and animal life--trees, seeds, flowers, birds, mammals and insects.

Their earth science learning activities might well include collecting and studying soil samples, collecting rocks and fossils, mapping the terrain, identifying land formations and studying the effects of erosion.

And there are physical education activities to learn about: new games, square dancing, fishing, tracking, hiking, orienteering, and cutting firewood.

Social studies are not neglected in outdoor education. For this subject matter area, the juniors explore sites of interest on the campus, reconstruct the history of the area, search for Indian relics, or plan a pageant based on the area's early history.

All of this lays the groundwork for taking part in an Outdoor Teacher Education Practicum at the senior level. Here a new dimension is added. For perhaps the first time in their teacher education program, prospective teachers have the opportunity to work with youngsters in a living-learning situation on a round-the-clock basis. As is the case during their student teaching,

the prospective teachers learn to apply the skills they've learned from textbooks. As one Taft professor said, "They must learn to work with 10- and 11-year-olds; when to admonish them, when to praise them."

To put it a more formal way, college students work with children to get them involved in the processes of exploratory learning, inquiry, and problem solving while guiding them in developing an awareness of the natural environment.

Seniors have the opportunity to relate firsthand learning experience to the ongoing curriculum of the school as they direct the pupils through a variety of exploratory investigations. Curriculum areas covered by these exploratory investigations include science, math, social studies, language arts, physical education and the arts.

The graduate-level experience at the Taft Campus involves an internship. Under the supervision of an adviser and other faculty, the intern gains experience in supervising and teaching the undergraduate clinical experiences in outdoor teacher education.

The supervised internship opportunity also is available to graduate students in the department in other outdoor education programs in the United States, Canada, Great Britain and Germany.

What are the advantages of this approach to teacher education? There are several. For the future teacher it is an opportunity to live and learn with children in a relatively relaxed atmosphere. For both teachers and children it is a brief but intensive experience.

The impact of experiential learning tends to be a lasting one. Concepts are more readily grasped through direct experience and learning is brought to life through firsthand exploration and discovery.

Environmental awareness is enhanced and insights are gained into the role humans must play to preserve the quality of their environment.

At the Taft Campus, that awareness is spread to more than 2,000 prospective teachers each year and about 3,000 public school students. And those statistics, impressive as they are, do not include thousands more influenced by graduates of the program who direct outdoor education programs elsewhere.

A Quarter Century of Achievement

A report prepared during the 25th anniversary year of the Taft Campus notes some of the program's accomplishments. From a beginning of two summer courses in outdoor education offered in 1954, the curriculum has grown to a total of 21 courses today, seven of which were added in the last 12 years.

Six courses are offered by the department on the undergraduate level: The Community: An Educational Resource; Teaching Toward Environmental Quality; A Survey of the Principles in Natural and Physical Sciences; Workshop in Outdoor Education; Arts and Crafts in Outdoor Education; and Clinical Experiences in Outdoor Teacher Education.

A major in the subject is offered in the graduate curriculum. Graduate course offerings include Foundations of Outdoor Education; Historical and Philosophical Development of Outdoor Education; Workshop in Outdoor Education; Environmental Quality Education; Teaching Physical Science in the Outdoors; Advanced Field Experiences in Outdoor Teacher Education; Organization and Administration of Outdoor Education Programs; Field Science; Leisure and the Outdoors; Analysis and Development of Curriculum Materials in Outdoor Education; Independent Study; Internship; Seminar in Outdoor Education; and Master's Thesis.

During the 1976-77 academic year, 165 students were majoring in Outdoor Teacher Education and in 1976, summer session attendance totaled 339 students. In the past 12 years, the department offered 81 extension courses in 38 communities and in that same period, four foreign study tours and four travel courses were conducted during various summer sessions.

A total of 314 students have completed graduate degrees in the department.

The achievements of the program also can be measured by the productivity of its faculty and what its graduates accomplish after they leave Northern.

On both measures, the program earns high marks. The faculty of nine professors have written or co-authored nine books on outdoor education and published hundreds of articles in professional journals.

A recent survey of master's degree graduates in which 39 responded showed the following achievements: Eleven students had been named as Conservation Teacher of the Year in their respective counties; five had gone on to teach at the college level, eight had published in scholarly journals, three had become directors of Outdoor Education Centers, two received Outstanding Young Educator Awards, and one had received the Environmental Quality Award from the U.S. Environmental Protection Agency.

Another seven were working on doctoral degrees and one had completed his doctorate.

Perhaps the impact the Taft program can have on many of its graduates is best summed up in the following comments from one of the graduates:

"In my professional life, my search for a more meaningful approach to teaching and learning was heightened as I realized that profound simplicity and wisdom is the value of 'direct experience,' the cornerstone, I believe, of Outdoor Education."

Roots

In one sense, outdoor education is as old as the human race. Primitive humans, in their struggle to survive, had to learn to wrest their tools, food, shelter and clothing from the out-of-doors.

In today's setting, outdoor education can be viewed as a systematic effort to add another dimension to a process that has been confined mostly to the textbook and the classroom.

Field trips and nature hikes have been an important part of the educational process for some time. Johann Heinrich Pestalozzi, the 18th century Swiss educational reformer, took children on nature walks and hikes. His theory was that studying from a textbook "filled children's minds with hazy ideas and meaningless words...." On the other hand, "teaching through observation and direct experience gave him clear ideas, greater knowledge, and more experience in oral expression."

In placing the emphasis on observation and direct experience, the Swiss educator underlined a key feature of outdoor education. In fact, the phrase "direct experience learning," is frequently used to describe outdoor education.

School camping won acceptance in American education in the 1930s and during that same period two organizations laid the groundwork for the present day outdoor education movement.

One of those organizations was Life Camps, Inc., directed by a pioneer in outdoor education, the late Lloyd B. Sharp; the other was the Clear Lake Camps conducted by the W. K. Kellogg Foundation in Michigan.

Life Camps, Inc., organized in the 1930s in New York state, later merged with National Camp, which provided graduate-level summer session classes in camping education for teachers colleges in New York. The new organization was called the Outdoor Education Association.

The National Camp held sessions on advanced leadership in outdoor education and camping and some members of the Clear Lake staff in Michigan were among the educators and youth leaders attending. Thus, the influence of the outdoor education philosophy developed by the Life and National Camp staffs made itself felt in Michigan.

As educators in Michigan began to realize the importance of outdoor experiences of school children, the National Camp staff promoted the outdoor education philosophy and assisted schools that wanted to start new programs.

The Clear Lake staff also sponsored a number of conferences to promote outdoor education among educational leaders. One such meeting, a National Conference on Community School Camping, was held in September 1949 at the Haven Hill Lodge near Milford, Michigan. Among those attending was Leslie A. Holmes, who only a few months previously had assumed the presidency of Northern Illinois State Teachers College.

Interested in the outdoors since his boyhood days in Freeport, Illinois, Holmes had continued that interest in college where he majored in geology. Later, as a teacher and college administrator, he expressed the opinion that education in the outdoors "was being greatly neglected."

In his inaugural address on May 13, 1949, Holmes said he felt the university needed to start an outdoor education program. In that address, he said: "In certain areas, the best teaching and learning cannot always be achieved on the campus. This is especially true for many of the arts, humanities, sciences and physical education as well as in some of the phases of professional education. Many of the courses in these fields should be taught where the students as well as the instructor can live the courses as they are being developed ...."

He added that only nature "can give the best physical surroundings to achieve certain educational goals, not the least of which is the goal of learning to live together in a cooperative and congenial family. Too frequently teachers will stress cooperation and the democratic process to their pupils, but either are not willing to apply it to their lives or do not know how to apply it to themselves. This is especially serious from the pupils' point of view, since teachers should be living examples of what they teach."

Holmes felt it necessary to establish a field campus to fulfill the university's obligation to the state to educate teachers in the best way possible.

Under Holmes' leadership, Northern began the search for a field campus suitable for a program in outdoor teacher education.

The site of the former Eagle's Nest Association near Oregon, Illinois, located in a large 66-acre tract that was part of Lowden Memorial State Park, seemed to be ideal for the purpose.

Holmes went to Oregon and discussed his plan to secure the 66-acre tract with the Oregon Better Business Association. He requested a resolution from the group either opposing or approving the use of the area for a field camp. The resolution was adopted and was mailed to Holmes with "sufficient assurance of the people of Oregon to go ahead with the project."

The Eagle's Nest Camp, included in this tract, was an art colony founded in 1898 by sculptor Lorado Taft and his friends. Taft was the leader of the group and during the camp's most flourishing period, he created his famous "Black Hawk" statue. Dedicated in 1911, this memorial to the "Eternal Indian" dominates the Rock River Valley and the Oregon area from its lofty site in Lowden Memorial State Park.

Some of the other members of the Eagle's Nest Camp art colony included Charles Francis Browne, a landscape painter; Clarence Dickerson, a musician; Henry B. Fuller, a writer, and the Pond brothers who were architects.

Taft died in 1936 but the camp did not officially close until 1942 following the death of the last member of the Eagle's Nest Association.

Once the site was chosen for the field campus, Holmes began the process of securing transfer of the land from the state to the college. On August 7, 1951, Governor Adlai Stevenson signed the bill transferring the property to Northern.

Holmes asked Paul Harrison of Northern's Department of Industrial Arts faculty to take charge of the task of rehabilitating the campus. Under Harrison's direction, students from the Industrial Arts department and several union tradesmen from Oregon worked throughout the summer of 1951 to dig a well for pure water, install a sewage disposal system, hook up electricity and remodel one or two of the eleven dilapidated buildings remaining from the artist's colony. Six of the buildings were found to be beyond repair and were eventually demolished.

By 1954, the students had several buildings ready for use. They restored Poley Hall, the "camp house" and center of much of the activity of the Eagle's Nest artists. They also repaired the original Taft House, which became the administration building. An extension was added to remodeled Charles Francis Browne house, which now houses offices for faculty and a small clinic.

In June of 1954, Donald R. Hammerman was appointed educational director of the campus. A former member of the staff at Clear Lake Camp in Michigan, he initiated many programs at the Taft Campus and later became program director, assistant director, and succeeded Harrison as chairman of the department and Field Campus director in 1965.

Two courses in outdoor education were offered at the Taft Campus during the 1954 summer session under Hammerman's direction. In 1954, Harrison had been named director of the Taft Field Campus and the Outdoor Teacher Education Program.

Hammerman established a program at the campus for undergraduates majoring in elementary education. This sequence was divided into three blocks. The sophomore block focused on the learning process, the junior block emphasized utilizing the outdoors in the teaching process, and the senior block stressed analysis and understanding of the skills acquired in the sophomore and junior blocks.

Summer session classes were taught each year at the campus and in 1963 a graduate program was started.

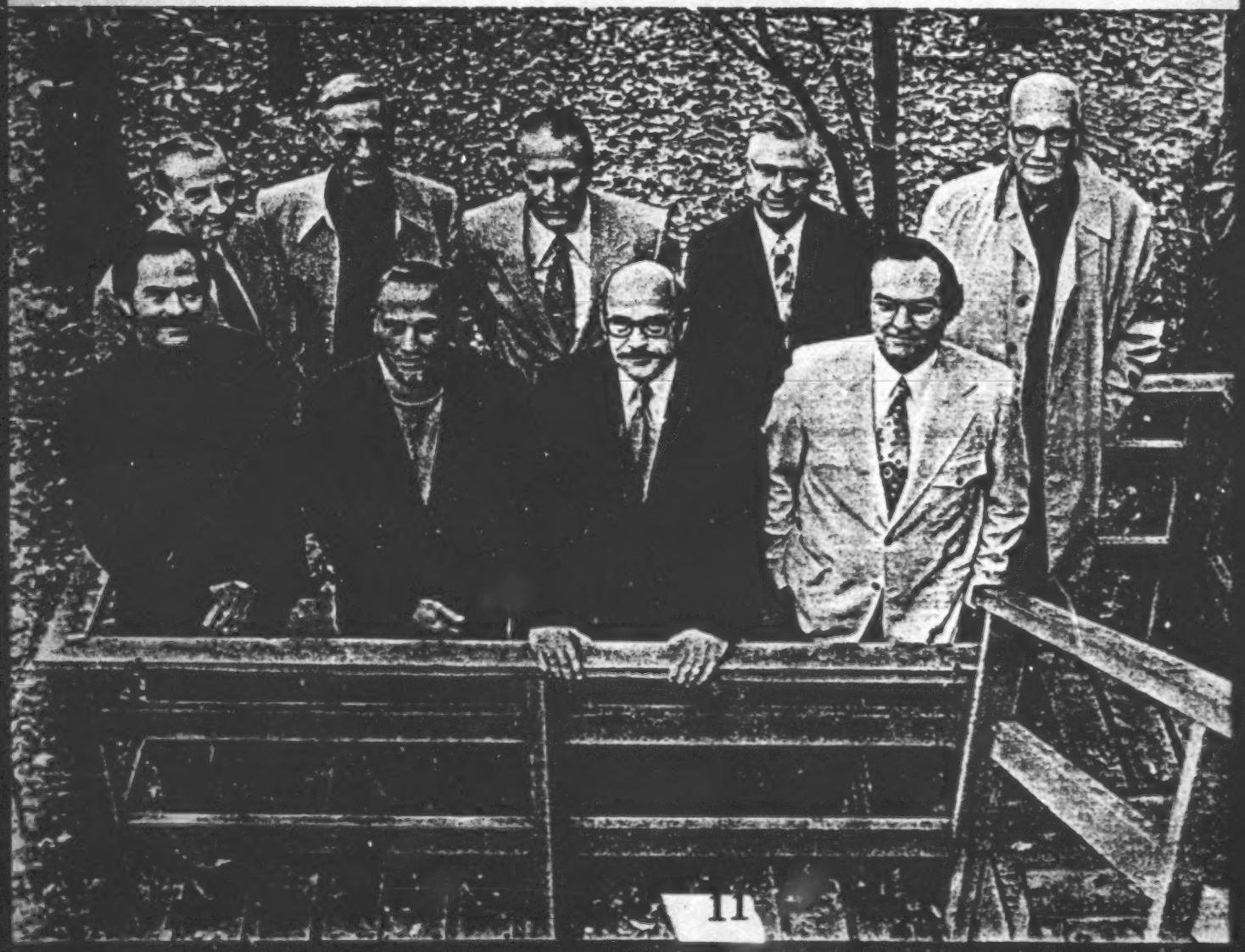
From the beginning of the program, Taft Campus faculty members have been active in promoting the philosophy and practice of outdoor education and outdoor teacher education. As a result numerous conferences, seminars and workshops have been held at the Taft Campus.

L. B. Sharp, the 'Grand Old Man' of outdoor education, attended one of those conferences held in 1961, two years before his death. At the conference Sharp summed up a lifetime of experience in outdoor education with these words: "Teacher-preparing institutions should make sure that college students have a broad and rich background of experience in the outdoors. . . . The gap between book knowledge and reality must be shortened, and better still, the two should be carefully integrated."

Faculty Thumbnail Sketches

Following are thumbnail sketches of the ten members of Northern's Department of Outdoor Teacher Education. They are listed in the order each joined the Taft Campus faculty.

The outdoor teacher education faculty pictured below includes, front row, left to right, Hammerman, Wiener, Janke, Vogl; back row, Stark, Wade, Goering, Swan, Donaldson.



Donald R. Hammerman is chairman, Department of Outdoor Teacher Education, and director, Lorado Taft Field Campus. He received his Ed.D. degree from Pennsylvania State University, his M.S. from the University of Maryland, and his B.S. from Maryland State College at Towson. Before joining the newly established program at Taft Campus in 1954 as educational coordinator, he served three years at Clear Lake Camp in Michigan, one of the pioneering efforts in the field of outdoor education and taught elementary school in Maryland. He is co-author of two books, *Teaching in the Outdoors*, and *Outdoor Education: A Book of Readings.*

Oswald H. Goering serves as associate director at the Taft Campus. He earned Re.D. (Doctor of Recreation) and M.S. degrees at Indiana University and A.B. at Bethel College, Kansas. A frequent speaker at meetings of professional associations, he also has served as consultant with schools and universities in Puerto Rico and Paraguay. He is the co-author of a book, *A Leader's Guide to Nature Oriented Activities.* He joined the faculty at Taft in 1958.

Morris Weiner, member of the Taft faculty since 1963, received his Ed.D. from Michigan State University, his M.S. from the University of Illinois and his B.S. from George Peabody College for Teachers. He frequently consults and speaks on outdoor education and served as instructor for one of the first study tours to Canada sponsored by the Department of Outdoor Teacher Education.

George W. Donaldson is the second member of the Taft Campus faculty who served on the staff of the Clear Lake Camp in Michigan. Before coming to NIU in 1964, he had served as director of outdoor education for the Tyler (Texas) Public Schools and for the Kellogg Foundation at Battle Creek (Michigan) Public Schools. He is author of many articles published in professional journals and co-author with Oswald Goering of the book, *Perspectives in Outdoor Education.* He served as the first editor of the *Journal of Outdoor Education,* founded in 1966.

Douglas Wade also joined the Taft Campus faculty in 1964 after serving in a variety of positions including head of the Division of Information and Education for the Saskatchewan Department of Natural Resources and editor of the *Journal of Soil and Water Conservation.* He holds an M.S. degree from the University of Wisconsin and a B.A. from Beloit College. He is the author of a book, *Environmental Curiosity Sampler*, and articles published in professional publications.

Malcolm D. Swan, who joined the Taft Campus faculty in 1965, received his Ed.D. degree from the University of Montana, his M.S.T., M.E. and B.S. degrees from Montana State. Coordinator of summer session at the Taft Campus, he serves on advisory committees and consultantships to schools and state agencies. He edited the work, *Tips and Tricks in Outdoor Education*, published in 1970.

Robert L. Vogl earned his Ph.D. degree at the University of Michigan, his M.E. from Wisconsin State University and his B.S. from the University of Wisconsin. A member of the Taft faculty since 1965, he is co-chairman of the Colloquium Steering Committee. He has contributed to a book on outdoor education and frequently serves as consultant on outdoor education and environmental matters for school and government agencies. He has served as editor of the *Journal of Outdoor Education*, published at the Taft Campus, since 1973.

William D. Stark, a member of the Taft faculty since 1968, holds his Ed.D. from the University of Wyoming, his M.Ed. from the Pennsylvania State University and a B.S. degree from North Dakota State University. He contributed several chapters to the book *Tips and Tricks in Outdoor Education*, and has served on the Environmental Quality Committee for the City of Rockford.

Vernon C. Janke joined the Taft campus faculty in 1972 after teaching junior high school science and mathematics courses at Northern's University Laboratory School for a number of years. He is director of summer session high school environmental workshops. He earned his M.S. degree at Indiana State University and his B.S. and B.S. degrees in secondary education at the University of Wisconsin at Eau Claire.

Orville E. Jones, professor of outdoor teacher education, holds an A.B. degree from Bethany Nazarene College and the Ed.M. and Ed.D. degrees from the University of Oklahoma. A member of the Taft Campus faculty since 1960, he served as assistant director of the campus from 1965 to 1975 when he became assistant director of NIU's International and Special Programs Office. He directs NIU's internship program in outdoor teacher education in Great Britain and Canada, a program that he initiated in 1973.

I am a place called Taft

An oak and hickory woodland standing tall on towering bluffs which guard the river known to the Indians as Sinnissippi

(Rocky Waters) far below.

Winding gullies carve their way through Galena Dolomite and Plattville Limestone to Diana's Bath on the banks of the Rock.

Twisting trails beckon the wanderer ever deeper into my depths to seek... and discover...and understand some of my mysteries.

I am a university president's dream come true.

I am buildings reshaped...painted... restored from the Eagle's Nest Art Colony.

I am children and teachers living together as they explore and discover...talk and learn...laugh and sing.

Sometimes my hills and valleys echo with the shouting and laughter of children's voices.

Sometimes the hills reverberate with the crashing resonance of a late spring thunderstorm.

Sometimes these woods are filled with birdsong, and sometimes the night air is pierced with the sound of crackling logs and voices raised in song.

Sometimes these woods are hushed ...brushed silently with a soft falling snow.

I am a place where people meet people -- kids...teachers...students... profs...and where people meet themselves

I am Leslie Holmes and Paul Harrison...and all the others who have been here and have gone on to other places...

And I am those who are still here and will never leave in spirit.

I am a place to come back to
A place that never changes and is always changing.

I am all these things and more...
as ethereal as rising smoke from a campfire, or the last fading light of the sun setting...and yet here and enduring...
A place to search
A place to ponder
A place to wonder
A place of peace
A place of serenity

I am a magic place
A mystique
A place called Taft.

Don Hammerman, Director
Lorado Taft Field Campus